

# ANNUAL REPORT

OF THE

# Ontario School for the Blind

BRANTFORD

FOR THE YEAR ENDED 31st OCTOBER

1915

(Being Appendix W to the Report of the Minister  
of Education for the year 1915)

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO



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1916



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WITH THE COMPLIMENTS OF



HERBERT FAIRBAIRN GARDINER  
PRINCIPAL

Printed by  
WILLIAM BRIGGS  
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TORONTO

## APPENDIX W

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# ONTARIO SCHOOL FOR THE BLIND

### ANNUAL REPORT OF THE PRINCIPAL

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TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education for Ontario:*

SIR,—I have the honour to transmit herewith the Forty-fourth Annual Report upon the School for the Blind, Brantford, for the year ended 31st October, 1915.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

*Principal.*

Brantford, November, 1915.

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### The Work of the School

In presenting the forty-fourth annual report of the Ontario School for the Blind, I have to report an increase of six (from 103 to 109) in the average attendance for the session which ended in June, 1915, as compared with the preceding session; also an increase in the total registration from 108 to 117. The registration of pupils during the twelve months of the official year—from November 1st, 1914, to October 31st, 1915—was 132, eight more than in the preceding official year.

More time than usual has been lost by teachers and employees of the School through illness. Miss C. P. Kavanagh, literary teacher, resigned on account of poor health early in January, her place being taken Jan. 9th by Miss K. Hanlon. On February 12th, Mr. G. G. Lambden, carpenter and instructor in sloyd and hammock-work, went home ill. He died on June 4th, aged seventy-one. Mr. Lambden had been connected with the School for nearly forty years. During his long illness and since his death, the work has been carried on by Mr. G. Johnson, who has proved himself most efficient. Mr. D. Willits, head of the farm staff, and Mr. T. S. Usher, tuning instructor, have suffered from protracted illness, and others have been incapacitated for shorter periods.

The health of the pupils has been better, on the average, than that of the teachers. There were a few cases of mumps in May and June; one pupil underwent an operation for appendicitis, and one was in the hospital a few days to have an eye removed.

A most regrettable incident occurred on October 5th, 1915, when Vernon Morrison, aged twelve, a new pupil, son of Mr. James R. Morrison, merchant, 720 Furby Street, Winnipeg, Man., was drowned in the mill-race or canal below the Wilkes dam. At 3.25 in the afternoon of that day, when the day's class-work was ended, Mr. D. T. Green, the supervisor of boys, took a party of twenty-nine junior pupils for a walk to the bank of the Grand River at the foot of Dufferin Avenue, where he allowed them to amuse themselves by throwing stones into the water. Mr. Green had provided a long rope, so that the boys who were totally blind could safely follow the leaders who had some sight, and the supervisor followed in the rear to be sure there should be no straggling. The party got back to the school at 4.25.

When the supper bell rang at 5.30 it was noticed that Vernon Morrison was not present. Mr. Green and Mr. Maloney (a teacher) went in search of him, going over all the ground traversed by the party in the afternoon and the parts adjacent into which a lost boy might have wandered, but not finding him or getting any reply to their shouting. They kept up the search until ten o'clock. Next morning (Wednesday, October 6th) the supervisor, the bursar, the engineer, the carpenter and others renewed the search, going to a considerable distance in each direction; and paragraphs were inserted in the Brantford newspapers, narrating the facts as far as known. The City Fire Department brought boats and grappling apparatus, and searched the bed of the river and part of the canal or mill race. This was continued on Thursday, October 7th—still without result. It was then arranged that the water should be let out of the canal on Sunday, October 10th, it being impracticable to do that sooner, as some of the mills, run by water-power from the canal, were working night and day. The boy's body was found in the bed of the canal on Sunday morning.

At noon on Sunday Coroner Fiset, Mr. W. M. Baker, Inspector of Manitoba Public Institutions; Mr. Morrison from Quebec Province, grandfather of the deceased, and the Principal, Bursar and Supervisor of the School for the Blind inspected the scene of the accident, and after hearing all the details that Mr. Green could supply, the conclusion was reached that the boy, who had some sight in one eye, had been overlooked by the Supervisor when assembling the party for the return trip, he being probably hidden from sight by a cement wall, or by some bushes a little down-stream, and that in attempting later to get back to the school by himself he had missed the bridge over the canal and had stumbled down the steep bank at the side of the bridge.

Dr. Fiset submitted to Mr. Baker and Mr. Morrison, and later in the day to Mr. J. R. Morrison, Vernon's father, who arrived from Winnipeg, that in view of the facts that there was no suggestion of suicidal intent, of foul play, or of culpable negligence, it would not be necessary to hold a Coroner's Inquest. This idea being accepted by the gentlemen consulted, and endorsed by County Crown Attorney Wilkes, the facts as above outlined were reported to the Ontario Department of Education and to the Manitoba Department of Public Works. The body of the unfortunate boy was taken by his father and grandfather on October 11th for interment in the family plot on the bank of the Gatincau River. Flowers were contributed by the sorrowing teachers and pupils of the school.

The New York point printing office in connection with the School has contributed to the supplementary reading list such useful and instructive books as "One Year of War," "What Britain has Done," etc., the text compiled from newspaper editorials and historical articles. Dr. Butler's Roman Catholic Catechism is nearly completed in point, and the Catholic teachers find it of great assistance in their work. A few (Protestant) hymns and many songs (words and music) have been added to the already large list. Fifty copies of each of the following piano pieces have been printed in point, thus saving much of the time of music teachers and pupils, which would have to be spent in dictation and slate work:

- Bohm—Polacca Brillante.
- Chaminade—The Flatterer.
- Chopin—Prelude, opus 28, No. 7. Opus 28, No. 20.
- Clementi—Sonatina, opus 36, No. 1.
- Czerny—opus 299, Nos. 22, 23, 25, 39.
- Czerny—opus 740, No. 26.
- De Bussey—Reflections on the Water.
- Diabelli—opus 151, No. 1 (Rondo).
- Dussek—Sonata, opus 20, No. 1.
- Duvernoy—opus 176, No. 1.
- Gottschalk—La Scintilla (The Spark).
- Gottschalk—The Dying Poet.
- Haydn—Sonata, No. 7.
- Henselt—Spring Song.
- Hollaender—Marche.
- Jensen—Murmuring Breezes.
- Kullak—Octave Study, No. 5.
- Lack—Valse Arabesque.
- Lewellyn—Canadian Patrol.
- Liszt—Rhapsodie Hongroise, No. 6.
- Loeschhorn—Etude, No. 6.
- Loeschhorn—opus 66, No. 27.
- Meyer-Helmund—J'y Pense.
- Moszkowski—Moment Musicale.
- Nevin—Shepherds All and Maidens Fair.
- Nevin—Shepherd's Tale.
- Plaidy—Scales (complete).
- Rachmaninoff—Prelude, C sharp minor.
- Raff—La Fileuse (The Spinner).
- Raff—Rigaudon.
- Rubenstein—Kamennoi Ostrow.
- Scharwenka—Song without Words, opus 62, No. 1.
- Sinding—Marche Grotesque.
- Thome—Simple Aveu.
- Thome—Under the Leaves.
- Thome—Valse Aragonaise.
- Tschaikowsky—Barcarolle (June).
- Wieniawski—Valse de Concert, opus 3.
- Wollenhaupt—Morceau en Forme d'Etude.
- Wollenhaupt—Valse Styrienne.



Particular attention is directed to the paragraph in the summary of proceedings at the California Convention relating to blind feeble-minded children, because there has been more effort to get such children enrolled as pupils in this School during the past year than at any period of equal length in my recollection. The presence in the classes of children who are incapable of learning is a great hindrance to the progress of normal children, but that consideration does not appeal to those parents whose main desire is to be relieved from the maintenance and care of their defective offspring. In some cases the formal applications contain misstatements or omit important facts, and neighbours, ministers and hospital superintendents use their influence to dump undesirables upon us, not realizing the harm they are assisting to do. Let me emphasize the fact that the Ontario School for the Blind is a SCHOOL, not a HOME, not an ASYLUM, not a HOSPITAL.

### Our Blinded Soldiers

The movement to provide suitable employment for our brave soldiers who will return to Canada disabled by the accidents of war is one with which every Canadian must sympathize. The other belligerent countries are endeavouring to do their duty in this matter. My views were expressed in the following letter to the Department of Education:

"SIR,—Assuming that you are in touch with the public men who are giving their attention to the problem of providing for the disabled soldiers who will return to Canada from the battle-fields in Europe, I venture to present to you a few suggestions relating to the class with whose needs and capabilities I have become acquainted by twelve years' experience as Principal of the Ontario School for the Blind, by frequent conferences and intimate conversations and correspondence with many men and women in the United States whose lives have been devoted to service for the blind, and by a wide range of reading on the subject of blindness. It is practically certain that a large number of our men will come home sightless, while otherwise in good physical condition, unable on account of their blindness to resume the occupations in which they were employed before they went to the war. Printed reports have reached me from Prague, from Vienna and from Paris, which show that this condition was anticipated in the belligerent countries from the very outbreak of the war, and that prompt measures have been taken to meet the emergency. The necessity for such preparations was better understood there than here, because while the Canadian Provinces have merely maintained a few schools for the education of blind children, in most European countries and, more recently, in many of the states of America, provision has been made for the instruction and the employment of the adult blind, who ordinarily outnumber the youthful blind in the proportion of eight or nine to one.

The effects of the war in greatly increasing the number and the proportion of the adult blind will emphasize the necessity for what I have persistently recommended in my reports to the Department, namely, the establishment and maintenance of shops for blind adults. I use the word "shops" deliberately and advisedly, for the matured opinion of workers for the blind on this continent, founded upon the test of experience, is that "shops" are preferable to "homes" or "institutions." However well trained and instructed a blind person may be, his productive capacity (in quantity or quality) can never be what it would be if he were not blind. As a former superintendent of the Kentucky school used to say, the Almighty does not endow us with superfluous senses. Blindness is a deprivation, a handicap; but it does not change human nature. Whenever, and as far as, possible, family ties should be retained, and independence should be encouraged. On a trip of inspection several years ago, I was much impressed by what I saw and heard at the "shop" in Milwaukee and at the "home" in Saginaw, both of which I visited in the same week. At Milwaukee, where the chief product was willow-ware, the state provided workshop, heat, instruction and superintendence. The workman was paid as wages (piece-work) the difference between the cost of the material and the selling price of the finished article. He boarded or lived where he chose, selected his own environment, and was subject to no supervision outside of working hours. At Saginaw, the blind people lived in the institution. The chief product of the shop was brooms. The capital outlay was much greater than at Milwaukee, and the cost of maintenance about five times as great. Note that neither of



these establishments was connected with the state school for blind children. The Wisconsin School for the Blind is located at Janesville, the Michigan School at Lansing. Indeed, among the instructors of the blind in the United States there is perfect unanimity in the opinion that blind adults should not be admitted to schools for blind children. Disciplinary regulations that are proper and necessary for children are irksome to adults, and the example and conversation of the adults are not beneficial to the children. Nearly all the older schools, the Ontario School included, have stretched the age limit in their earlier years, and have found by experience that the presence of adults does more harm to the children than the school can do good to the adults. I would strongly advise, on grounds of economy as well as of efficiency, that any shop, or home, or institution that may be established in Ontario for our blinded soldiers may also be utilized for the blind civilians who lose their sight after school age by accident or disease, and that such an establishment should be under separate management and located in a different city from the school for blind children. Many blind men, like a large percentage of their brothers who have sight, are faithful and industrious as workmen, but have no capacity for conducting a business on their own account; these it will always be necessary to provide with employment and wages.

Blind men who have been fond of reading when they could see will wish to learn to read by touch. With the embossed cards and ink-type keys designed and prepared at the Brantford School, and supplied free to all applicants in our own and the neighbouring country, a trained teacher is not needed to help a blind person learn to read. Anyone can teach the tactile print with these appliances, without previous study or experience. A moderate degree of determination, patience and application on the part of the blind person will do the rest.

The list of mechanical occupations in which the labour of the blind can be profitably or economically employed is not large. In trades where machinery is extensively used, the blind cannot compete; but some blind men make good salesmen, and some find other avenues for their energies. Details upon this branch of the subject would unduly lengthen my letter, but I shall be glad to supply any desired information which I possess or can obtain."

#### Attendance

The total registration of pupils in the session of 1914-15 was 117, nine more than in the preceding session; at the opening, on September 23rd, 1914, there were 102 pupils, as compared with 94 at the opening of the preceding session; at the close 109, as compared with 100. Fifteen pupils, who were not present at the opening in September, arrived during the session; eight of these were new; seven had been in attendance previously. Of the eight pupils who were present during a part of the session, but did not remain until the end, one male had been incorrectly described in the application for admission and was mentally and physically unfit; one male was called home by telegraph without explanation of the reason; one female went home ill; two females were taken home on account of sickness in their families; one female, who went home for Christmas in apparent good health, became ill and died; one female was excluded for disobedience of the rule against leaving the school grounds without permission, and one female who went to her home in Toronto for Easter did not return. Of the 109 pupils who were present at the close of the session, there were 57 males and 52 females.

The number of pupils in attendance at the opening on September 22nd, 1915, was 110, as compared with 102 at the corresponding date in 1914, and 109 at the close of the school term on June 16th, 1915. Of those in attendance at the close of the last term, 91 had returned; two former pupils who were not here at the close of the last term had come back, and fourteen new pupils had been enrolled. The absence of the fifteen who left in June and did not return in September is thus explained:

Two males were temporarily detained and arrived in October; two males were excluded as feeble-minded; one male secured a situation as tuner in a piano factory; the eyes of one male were under treatment by a local oculist, and one male stayed home without supplying any explanation. One female had completed

her course; two were ill; two were detained by illness in their families; the eyes of one were under treatment; one was advised to apply for admission to the School for the Deaf, and the absence of one was unexplained. Two new pupils and six former pupils arrived during October (before the end of the official year); one boy and one girl were taken home during October because their parents could not endure separation from them; one male pupil was drowned on October 5th. The total attendance on October 31st was 115.

The ages of the new and re-admitted pupils are as follows:—

| <i>Males.</i>           |    | <i>Females.</i>               |    |
|-------------------------|----|-------------------------------|----|
| Twenty-five years ..... | 1  | Thirty-one years .....        | 1  |
| Nineteen years .....    | 1  | Nineteen years .....          | 1  |
| Fifteen years .....     | 2  | Sixteen years .....           | 2  |
| Fourteen years .....    | 1  | Twelve years .....            | 3  |
| Twelve years .....      | 3  | Nine years .....              | 2  |
| Ten years .....         | 1  |                               |    |
| Nine years .....        | 3  | Total females .....           | 9  |
| Seven years .....       | 2  | Total males .....             | 15 |
| Six years .....         | 1  |                               |    |
| Total males .....       | 15 | Total males and females ..... | 24 |

#### Pupils Registered in Session, 1914-15

| Name.                     | Residence.      | Name.                    | Residence.      |
|---------------------------|-----------------|--------------------------|-----------------|
| Ash, Rachel .....         | Sarnia.         | Miller, Susan .....      | Gravenhurst.    |
| Bezaire, Alma .....       | Auld.           | Moody, Alice .....       | Brantford.      |
| Bezaire, Lea .....        | Auld.           | Omizinaquauiwi,          |                 |
| Bickerton, Gladys .....   | Navan.          | Elizabeth .....          | Little Current. |
| Brennan, Alice .....      | Bothwell.       | Philpott, Emily .....    | Brockville.     |
| Broad, Olive .....        | Sunderland.     | Reidy, Ethel .....       | London.         |
| Brock, Eva .....          | Lynden.         | Rusk, Elizabeth .....    | Barkway.        |
| Brunsdon, Alma .....      | Calgary, Alta.  | Sells, Kathryn .....     | London.         |
| Catling, Nellie .....     | Goderich.       | Shane, Ellen .....       | Hamilton.       |
| Clark, Lillian .....      | Mount Dennis.   | Simpson, Meryle .....    | Dominion City,  |
| Conybeare, Nettie .....   | Woodstock.      | Man.                     |                 |
| Cox, Winifred .....       | Hamilton.       | Slay, Gladys .....       | Sarnia.         |
| Crawford, Annie .....     | Strathroy.      | Smith, Effie .....       | Brantford.      |
| Creiger, Marion .....     | Waterford.      | Squair, Ethel .....      | Williamstown.   |
| Cuneo, Mary .....         | Toronto.        | Stephenson, Muriel ..... | Collingwood.    |
| Davison, Winifred .....   | Meaford.        | Thompson, Teresa .....   | Hamilton.       |
| Dickson, Julia .....      | Toronto.        | Wagner, Rose .....       | Toronto.        |
| Dugdale, Gladys .....     | Winnipeg, Man.  | Webster, Helen .....     | Wallaceburg.    |
| Fitzpatrick, Alta .....   | Wheatley.       | Welsh, Verna .....       | Baldur, Man.    |
| Fruiter, Pearl .....      | London.         | Woodcock, Gladys .....   | Toronto.        |
| Gascoigne, Marjorie ..... | Stoney Creek.   | Wright, Elsie .....      | St. Catharines. |
| Grills, Iva .....         | Cane.           | Abram, Thomas .....      | Toronto.        |
| Hardwick, Lillian .....   | Toronto.        | Barton, Gustavus .....   | Kazubazua, Que. |
| Hawley, Doris .....       | Winnipeg, Man.  | Beach, Sparling. ....    | Ottawa.         |
| Henrich, Evelyn .....     | Brantford.      | Bell, Stewart .....      | Bradley.        |
| Hewison, Betsy .....      | Toronto.        | Bettridge, Edward .....  | Brampton.       |
| Hyndman, Elsie .....      | Norwich.        | Chapman, Oswald .....    | Rosseau.        |
| Ingram, Elizabeth .....   | Pembroke.       | Clissold, Fred. ....     | Mimico.         |
| James, Gertrude .....     | Waterford.      | Cotter, James. ....      | Ottawa.         |
| Johnston, Charlotte ..... | Guelph.         | Culver, John .....       | Todmorden.      |
| Kanfman, Blanche .....    | Chatham.        | Cundy, John .....        | Regina, Sask.   |
| Lammie, Amy .....         | Hensall.        | Derbyshire, Byron .....  | Athens.         |
| Lammie, Greta .....       | Hensall.        | DesBrisay, Wilson .....  | Nelson, B.C.    |
| Langridge, Irene .....    | Preston.        | Dobbin, Robert .....     | Toronto.        |
| Lansdowne, Norah .....    | Toronto.        | Fenton, Mills .....      | Allenford.      |
| McAuley, Marjorie .....   | Hamilton.       | Fonger, Stanley .....    | Bruce, Alta.    |
| McCannan, Beatrice .....  | Kenora.         | Garlick, Walter .....    | Ottawa.         |
| McEwen, Geraldine .....   | Radisson, Sask. | Gomm, William .....      | Toronto.        |

## Pupils Registered in Session, 1914-15.—Continued

| Name.              | Residence.     | Name.               | Residence.               |
|--------------------|----------------|---------------------|--------------------------|
| Greene, Harold     | Elmwood, Man.  | Patterson, Clifford | Hamilton.                |
| Grills, Lou        | Campbellford.  | Paul, Leonard       | Halleybury.              |
| Hackett, John      | Toronto.       | Philpott, John      | Brockville.              |
| Hawken, Howard     | Port Hope.     | Porte, Aquila       | Aylmer.                  |
| Higgins, Thomas    | Toronto.       | Rankin, James       | Bickford.                |
| Hollett, Stanford  | Toronto.       | Richardson, Robert  | Hamilton.                |
| Johnston, Harold   | Brockville.    | Riddell, Gordon     | Toronto.                 |
| Keller, Nikolay    | Hyas, Sask.    | Rigg, William       | Weston.                  |
| Kennedy, Edward    | Ottawa.        | Robinson, Charles   | Barrie.                  |
| Kiehl, Harold      | Hamilton.      | Salter, Melville    | Oshawa.                  |
| Lambert, Ernest    | Baldur, Man.   | Sherman, Leonard    | Fernie, B.C.             |
| Lidstone, Fred.    | Walkerville.   | Simmons, Walter     | Copper Cliff.            |
| Lott, Ernest       | Brussels.      | Smith, Joseph       | London.                  |
| Lowe, Walter       | Hamilton.      | Steele, Fred        | Perth.                   |
| Maiorana, Antonio  | Hamilton.      | Sutherland, Joseph  | Sutherland, Sask.        |
| Makey, Lawrence    | Tilbury.       | Thompson, Earl      | Toronto.                 |
| Marcotte, Cleophas | Mattawa.       | Tomlinson, Roy      | Saskatoon, Sask.         |
| McKee, William     | Estevan, Sask. | Vance, Frank        | Saskatoon, Sask.         |
| Manning, Roy.      | Owen Sound.    | Vincent, Cecil      | Crookston.               |
| Murray, Ancile     | Goderich.      | Webb, Harold        | Allandale.               |
| Parfitt, Allan     | Toronto.       | Westcott, Frank     | Salt Spring Island, B.C. |

## New Pupils at Opening of Session, 1915-16

| Name.                 | Residence.      | Name.               | Residence.        |
|-----------------------|-----------------|---------------------|-------------------|
| Campbell, Charles     | Toronto.        | Morrison, Vernon    | Winnipeg, Man.    |
| Carscallen, Archibald | Tamworth.       | Oster, Clarence     | St. Catharines.   |
| Dyson, John           | Toronto.        | Stoddart, Ernest    | Copper Cliff.     |
| Green, James F.       | Chesley.        | Berry, Jocelyn      | Port Perry.       |
| Joyce, Judson         | Hamilton.       | Dawson, Christina   | Toronto.          |
| Kennedy, Edward       | Ottawa.         | MacGillivray, Agnes | Listowel.         |
| Macbeth, Stanley      | Toronto.        | Truscott, Ruth      | Battleford, Sask. |
| McMillan, Robert      | Stettler, Alta. | Wagner, Rose        | Toronto.          |

## Pupils Admitted during October, 1915

| Name.           | Residence.    | Name.              | Residence. |
|-----------------|---------------|--------------------|------------|
| Fouger, Stanley | Bruce, Alta.  | Brock, Eva         | Lynden.    |
| Green, Harold   | Elmwood, Man. | Fruiter, Pearl     | London.    |
| Hill, Norman    | St. Thomas.   | Gaseigne, Marjorie | Hamilton.  |
| Powell, James   | Toronto.      | Thompson, Teresa   | Hamilton.  |

## Entertainments

The Tuesday evening entertainments, by the pupils for the pupils, were kept up throughout the session, under the management of the Principal. Mr. G. H. Ryerson, the Bursar, and Mr. W. B. Donkin, the Trades Instructor, each supplied an evening's programme with their graphanolas.

The programme of the Christmas Concert, which was given on December 21st, included an organ solo, "Variations and Finale, Jerusalem the Golden," by Geraldine McEwen; recitations, "The Land of Nod," by Gladys Woodcock; "Soap the Oppressor," by Robert Dobbin; "If You're Good," by Emily Philpott; "How Girls Study," by Olive Broad; "The Painter of Seville," by Alice Brennan; "The Day," by Howard Hawken; "At Christmas Time," by Stanford Hollett; part songs, "Breathe so Softly, ye Breezes," and "Peter Piper," by the Choral Class; vocal solo, "Land of Hope and Glory," by Gladys Slay; vocal duets, "Larboard Watch," by Walter Simmons and Walter Lowe; "I Would that my

Love," by Ellen Shane and Blanche Kaufman; "Long Way to Tipperary," by Walter Simmons and John Cundy; piano solos, "Valse Styrienne," by Beatrice McCannan; "The Lovely Month of May," by Doris Hawley; piano duet, "Charge of Cavalry," by Wilson DesBrisay and Ion Grills; piano quartettes, "Poet and Peasant—Overture," by Muriel Stephenson, Susan Miller, Mary O'Neill and Ethel Squair; "Lustspiel—Overture," by Kathryn Sells, Greta Lammie, Blanche Kaufman and Gladys Bickerton; violin solo, "Il Trovatore—Fantaisie," by Geraldine McEwen; violin quintette, "A Dream of Paradise," by Susan Miller, Ellen Shane, Kathryn Sells, Muriel Stephenson and Greta Lammie.

December 25th, in connection with the distribution of Christmas gifts to the pupils who were unable on account of distance to go to their homes for the holiday, an impromptu programme of twenty-two numbers was presented, a fair degree of talent being discovered in unexpected quarters.

January 26th, 1915, the Boys' Club gave a volunteer concert, and on February 9th the Girls' Club followed that excellent example. On May 4th the Juvenile Girls' Club delighted old and young with a programme, of which the dialogues, "Advanced Geography," and "Helen's Practical Joke," were prominent features.

Whether it should be properly classed among "entertainments" or not, the Spelling Match, which took place in the Music Hall of the School on April 27th, was very entertaining, lasting as it did from 7.30 to 9.45 o'clock, and stopping then because there seemed no prospect of spelling down all of the contestants. One thousand words selected by a committee of the Principals of the Brooklyn, New York, public schools for the annual contest under the management of the Brooklyn *Eagle* had been printed in New York point type and given to the pupils of the School for the Blind several weeks before for study out of classes, with the recommendation to freely consult their teachers about pronunciation and meanings. Under Captains Harold Johnston, of Brockville, and Thomas Higgins, of Toronto, seven boys and nine girls were chosen on each side, making a total of thirty-four spellers. For two hours Principal Gardiner pronounced the words (not in alphabetical order), Mr. Wickens keeping a record of the words misspelled, with the result that twenty-three of the pupils had been retired. Then Mr. Wickens pronounced for fifteen minutes, without another error being recorded, and all being weary it was decided to postpone the conclusion of the trial. About six hundred words had been spelled, with the twenty-three errors above referred to, and most of those errors were plainly attributable to nervousness rather than to ignorance. The pupils who had not missed a word were Gladys Bickerton, Winifred Davison, Beatrice McCannan and Geraldine McEwen, of the Johnston team, and Byron Derbyshire, Alice Brennan, Nellie Catling, Mary O'Neill, Ellen Shane, Gladys Slay and Ethel Squair, of the Higgins team.

#### Closing Concert

The closing concert of the session, which was given on June 14th, drew an audience entirely too large for the capacity of the Music Hall. All the seats were filled, many stood in the aisles and in the adjacent corridors, and many had to go away disappointed because they could not get near enough to hear anything distinctly.

With programmes printed in ink for those who could see, and in New York point for the many blind ex-pupils in the audience, there was no time wasted between the numbers; therefore, the proceedings occupied little more than an hour and a half. The first item was an organ solo, "Fugue, D minor (The



Giant)," by Bach, which was admirably rendered by Byron Derbyshire, a young man from Athens in the County of Leeds, Ontario. Another organ number was Vincent's "Postlude, A minor," played by Roy Tomlinson, whose home is in Saskatoon, Sask. On the piano Mary Cuneo, of Toronto, played Kowalski's "Marche Hongroise," Clifford Patterson, of Hamilton, Rachmaninoff's "Prelude, C minor," Harold Johnson, of Brockville, Macdowell's "Hexentanz," and Geraldine McEwen, of Radisson, Sask., Mendelssohn's "Andante, Rondo Capriccioso," all the performers acquitting themselves most creditably. Doris Hawley, of Winnipeg, and Wilson DesBrisay, of Nelson, B. C., won special applause in their piano duet, Holst's "Revel of the Witches," and in the concluding quartette, Liszt's "Second Rhapsodie." Susan Miller, of Gravenhurst, Sparling Beach, of Ottawa, Muriel Stephenson, of Collingwood, and Kathryn Sells, of London, maintained the banner of Old Ontario against all the competing Provinces. In a violin quartette, Franconier's "Meditation," four of Mr. Ostler's pupils, Geraldine McEwen, Susan Miller, Greta Lammie, of Hensall, and Kathryn Sells took part, their teacher accompanying on the piano, and Kathryn Sells contributed a violin solo, "Flow Gently, Sweet Afton," by Harris. The violin has been taught only two or three sessions at the School for the Blind, and the progress made by the students is surprising as well as commendable. On the vocal side there were three solos. Mendelssohn's "Hear My Prayer," sung sweetly by Gertrude James, of Waterford; Buck's "When the Heart is Young," by Gladys Slay, of Sarnia, the effectiveness of whose performance was diminished by the audible conversation of some thoughtless young people near the door, and Stuart's "Bandolero," sung by Walter Simmons, of Copper Cliff, the accompaniment being played by Charles Duff, long a favourite performer at O. S. B. concerts, and now church organist, choir leader and music teacher at Niagara Falls. Ellen Shane, of Hamilton, and Walter Simmons sang together Smith's "Maying," and the Choral Class presented two double-number part songs, Smith's "Evening," and "Give it Up," and Spofforth's "Hail, Smiling Morn," followed by Jarvis' "Peter Piper."

When the programme was nearly completed, Principal Gardiner read an abstract of the results of the examinations conducted by Dr. Ham, of the Toronto Conservatory of Music, asking Mr. Wickens to present the certificates to the successful students in the various departments. The list follows:

#### MR. ANDREWS' PUPILS

Piano—Grade 5: Gustavus Barton, second-class honours; grade 6: Mary Cuneo, pass; grade 7: Clifford Patterson, second-class honours.

Organ—Grade 1: Harold Johnston, first-class honours; Leonard Paul, pass. Grade 2: Byron Derbyshire, Geraldine McEwen, first-class honours; Beatrice McCannan, pass.

Vocal Culture—Grade 2: Blanche Kaufman, second-class honours; Ellen Shane, pass. Grade 3: John Cundy, pass; Walter Lowe, Walter Simmons, Gertrude James, second-class honours. Grade 4: Gladys Slay, pass.

Counterpoint—Byron Derbyshire, Walter Simmons, pass; Clifford Patterson, Doris Hawley, Muriel Stephenson, second-class honours; Gustavus Barton, first-class honours.

Harmony—Grade 1: Sparling Beach, Wilson DesBrisay, Ion Grills, Gladys Bleckerton, Blanche Kaufman, first-class honours; Joseph Smith, Greta Lammie, Kathryn Sells, Ellen Shane, second-class honours. Grade 2: Winifred Davison, Alta Fitzpatrick, Lillian Hardwick, Beatrice McCannan, Gladys Slay, Leonard Paul, Roy Tomlinson, first-class honours; Amy Lammie, second-class honours. Grade 3: Doris Hawley, Muriel Stephenson, Gustavus Barton, Byron Derbyshire, Clifford Patterson, first-class honours; Walter Simmons, second-class honours.

Musical History—Mary Cuneo, Winifred Davison, Geraldine McEwen, Ethel Squair, Byron Derbyshire, Harold Johnston, Walter Simmons, first-class honours; Susan Miller, Clifford Patterson, second-class honours.

Rudiments of Music—Sparling Beach, John Cundy, Wilson DesBrisay, Stanley Fonger, Walter Lowe, Leonard Paul, William Rigg, Roy Tomlinson, Olive Broad, Greta Lammie, Beatrice McCannan, Kathryn Sells, Ellen Shane, Muriel Stephenson, first-class honours; Walter Garlick, Ion Grills, Leonard Sherman, Fred Steele, Gladys Bickerton, Eva Brock, Alta Fitzpatrick, Lillian Hardwick, Amy Lammie, Gladys Woodcock, second-class honours; Joseph Smith, Alice Brennan, Alma Brunnsden, Julia Dickson, Betsy Hewison, Elsie Hyndman, Marjorie McAuley, Mary O'Neill, Elsie Wright, pass.

#### MISS SMYTH'S PUPILS

Piano—Grade 2: Walter Garlick, William Rigg, Earl Thompson, Alma Brunnsden, Elsie Hyndman, pass; Fred. Steele, Betsy Hewison, second-class honours. Grade 3: Norah Lansdowne, pass. Grade 4: Wilson DesBrisay, second-class honours; Ion Grills, Leonard Paul, Lillian Hardwick, pass. Grade 5: Doris Hawley, Mary O'Neill, pass. Grade 6: Harold Johnston, second-class honours; Byron Derbyshire, Walter Simmons, pass.

#### MISS HARRINGTON'S PUPILS

Piano—Grade 1: John Cundy, pass. Grade 2: Olive Broad, second-class honours; Walter Lowe, Gladys Woodcock, pass. Grade 3: Joseph Smith, second-class honours. Grade 4: Roy Tomlinson, Beatrice McCannan, first-class honours; Sparling Beach, Kathryn Sells, Ellen Shane, second-class honours; Greta Lammie, pass. Grade 5: Muriel Stephenson, first-class honours; Susan Miller, second-class honours. Grade 6: Geraldine McEwen, first-class honours.

#### MR. OSTLER'S PUPILS

Violin—Grade 1: Gladys Bickerton, Beatrice McCannan, second-class honours. Grade 2: Fred Steele, Greta Lammie, Nora Lansdowne, Kathryn Sells, Muriel Stephenson, second-class honours; Blanche Kaufman, Mary O'Neill, Ellen Shane, Gladys Slay, pass. Grade 3: Walter Simmons, Mary Cuneo, pass. Grade 4: Harold Johnston, Geraldine McEwen, Susan Miller, second-class honours.

Rev. Dean Brady of St. Basil's Roman Catholic Church, and Rev. A. E. Lavell of Brant Avenue Methodist Church, in brief remarks expressed their satisfaction with the entertainment, added wise counsel to the pupils about to separate for vacation, and highly complimented them and their teachers. Misses Smyth and Harrington, and Messrs. Andrews and Ostler, upon the excellent work so faithfully done during the session. The appreciation of the public was demonstrated by the large audience.

The only entertainment—other than the Tuesday evening concerts, which were promptly resumed—given by the pupils between the opening of the session on September 22nd, 1915, and the close of the official year at the end of October was the Hallowe'en Concert on October 30th, when the following programme was presented:

Song: "He's got the Money, Too."—Nellie Catling.

Recitation: "The Ford."—Evelyn Henrich.

Vocal: "Death of Nelson."—Walter Lowe.

Dialogue: "Mrs. Brown Wants a Maid."—Nine Girls.

Piano Duet: "Bonnie Doon."—Mary Cuneo and Greta Lammie.

Song: "Down at the Farm-yard Gate."—Beatrice McCannan.

Recitation: "Isaac, 'Phoning His Landlord."—Sparling Beach.

Dialogue: "Thanksgiving and Hallowe'en."—M. Simpson, L. Clark.

Piano Duet: "On the Farm Road."—S. Beach, L. Sherman.

Chorus: "Off to Fight the Germans."

Recitation: "Dolly's Bath."—Emily Philpott.

Piano Solo: "The Game-hopper."—Roy Tomlinson.

Vocal: "Over the Hills to Mary."—Gladys Woodcock.

Chorus: "I Want to go Back to the Farm."—Junior Club.

Plano Duet: "March Medley."—W. DesBrisay, R. Tomlinson.  
 Song: "Rosalie."—Gladys Bickerton.  
 Dialogue: "Uncle Nathan's Indian."—R. Dobbin, S. Hollett, J. Culver, M. Salter.  
 Vocal Septette: "Clementine."  
 Song: "The Girl that Chews Gum."—E. Henrich, B. Hewison, A. Brunsden.  
 Vocal: "The Tar's Farewell."—John Cundy.  
 Piano Solo: "King of the Air."—Kathryn Sells.  
 Recitation: "Lisbeth Ann."—Rose Wagner.  
 Song: "Massa's in the Cold Ground."—Cleopose Marcotte.  
 Piano Duet: "Valse Benvenuto."—K. Sells, M. Stephenson.  
 Recitation: "The Tragedy."—Susan Miller.  
 Vocal: "When Jack Comes Back."—Blanche Kaufman.  
 Piano Solo: "Scherzo."—Wilson DesBrisay.  
 Chorus: "Do You Take This Woman?"—Junior Club.  
 Piano Solo: "The Dying Poet."—Muriel Stephenson.  
 Recitation: "Hallowe'en."—Marjorie Gascoigne.  
 Song: "Jane Dear."—Helen Webster.  
 Recitation: "A Hallowe'en Trick."—Effie Smith.  
 Vocal: "Four Little Grasshoppers."—Gertrude James.

*God Save the King.*

### THE JOINT CONVENTION IN CALIFORNIA

The Conventions of the American Association of Instructors of the Blind and the American Association of Workers for the Blind were held together at Berkeley, California, from June 28th, 1915, to July 3rd, the Ontario School for the Blind being represented by H. E. Gardiner, Principal, and W. B. Wickens, Assistant Principal. Mr. Edward E. Allen, of Watertown, Mass., presided over the meetings of the former Association, and Mr. Eben P. Morford, of Brooklyn, N. Y., over those of the latter. Many of the members of the Instructors' Association are members of the Workers' also.

The delegates were entertained and the meetings held in the buildings of the California School for the Deaf and Blind, of which Mr. L. E. Milligan is Principal. Opportunity was given to visit the Panama Exposition in San Francisco, the California Industrial Home for the Blind in Oakland, and the University of California in Berkeley.

After the addresses of welcome and responses thereto, the Association of Workers went into special session for the presentation of the report of the Uniform Type Committee, which was the subject of much subsequent discussion by both Associations. It has long been recognized that one system of type for books for the blind would be better than three, not because it is particularly difficult to learn an extra system or two, but because of the avoidable expense of printing the same book in two or more systems. Each of the existing systems had its admirers and advocates, and it was seen years ago that prejudices were too strong to admit of the adoption of any one of the existing systems and the abandonment of the other two. So the Committee decided to recommend a new system, based upon the European Braille, the letters and characters having a maximum height of three points and a width of one, two, three or more points. Some of the Braille contractions were retained, and some new forms were introduced. It was agreed at a meeting of the Instructors' Association to give the new system a fair trial in the several schools represented. Acting upon this agreement, upon my return to Brantford, I had three cards printed containing the characters of the new system, and from Chicago I obtained a few slates and guides with which to write it. When the session opened, the cards were



distributed among the older pupils, and the system was carefully explained, letter by letter. Naturally, the pupils did not like the three-level characters as well as the two-level New York Point, with which they were familiar, but without exception they seemed disposed to give the former a fair trial, according to the recommendation of the Convention. I did not have the music characters printed, thinking that it would be time enough for that, if and when it should be decided to abandon the New York point in favour of the Standard Dot.

Two excellent addresses were given at the Convention on "Live Language," by Prof. Howard R. Driggs, of the University of Utah, the central thought being that children should be taught to speak correctly by imitation before they were old enough to be taught rules for correct speaking. I obtained a set of Prof. Driggs' books for the use of O. S. B. teachers.

The subject of feeble-mindedness was exhaustively discussed by Henry H. Goddard, Director, Department of Research, the Training School for the Feeble-minded, Vineland, New Jersey, and by Robert B. Irwin, Supervisor of Classes for the Blind in the Public Schools of Cleveland, Cincinnati and Toledo, who pointed out that while about two per cent. of the children in public school classes are feeble-minded, schools for the blind contain a considerably higher percentage. Parents and teachers hesitate to pronounce children feeble-minded, and blindness is often clung to, desperately, as an explanation of a child's lack of development. No study has yet been made which can serve as a basis for a reliable estimate of the prevalence of feeble-mindedness among blind persons. The same cause which produces blindness in a child naturally produces in some cases physical or mental inferiority, or both. Those who have had to do with either blind children or blind adults realize that their problem has been greatly complicated by the presence of a large number of persons of subnormal mentality among those brought to their attention. Feeble-minded pupils clog the wheels of our educational institutions, and feeble-minded adults impede the work of our shops, prejudice the minds of the public, and make up a large percentage of the unfortunate marital combinations. While parents of bright, teachable blind children keep them home, for the pleasure of their company, for years after they should be at school, parents of children of low mentality are generally more than willing to allow others to have the care of them. If by the tests of the Binet scale, or otherwise, the mental condition of a blind child can be determined with reasonable accuracy, what is then to be done? The present practice is one of neglect. Blind feeble-minded children have been an outlawed class. Educators of the blind have contended that their school or institution is intended for the blind and not for the feeble-minded. On the other hand, where institutions for the feeble-minded exist, those in charge of them are reluctant to accept blind children. Through the persistence of parents, and the assistance of hospital superintendents and charitable workers, many feeble-minded children have crept into the schools for the blind, in some cases by misstatements or the omission of pertinent facts in the applications. In the schools they are treated in various ways. One method is to place them in the regular classes with the normal children and let them absorb what they can from the recitations. As they outgrow their desks and their classmates, they are promoted from grade to grade in the vain hope that they are deriving some benefit. These children have a most discouraging time. At every turn they are outclassed by their fellows. Is it any wonder that they do not continue to try? Either there should be organized in a school for the blind a class for feeble-minded blind children, or there should be opened in a

school for feeble-minded a class for blind feeble-minded children. In either case it should be distinctly recognized that these children are feeble-minded—that they are permanently feeble-minded—that in no way can they be raised to the level of normal persons. These children should not be made to feel an infirmity which they cannot overcome. In placing children with a double defect, their disposition should be controlled by the major infirmity. In the case of blindness and feeble-mindedness there can be no question as to which is the greater defect. In a school for normal blind children, the feeble-minded blind children are quite likely to be social outcasts. They are teased and worried by the other boys and girls, and the effect is not good either upon the feeble-minded child or upon his tormentors. In a school for feeble-minded his associates are children of his own mental calibre. His environment presupposes a subnormal mentality, and the teachers and attendants in charge understand the care and training of mentally deficient children.

The Prevention of Blindness was discussed by Edward M. VanCleve, of New York, Director of the National Committee for the Prevention of Blindness, whose aims were thus described:

1. To endeavour to ascertain, through study and investigation, any causes, whether direct or indirect, which may result in blindness or impaired vision.
2. To advocate measures which shall lead to the elimination of such causes.
3. To disseminate knowledge concerning all matters pertaining to the care and use of the eyes.

"How pitiful it is," said Mr. VanCleve, "that year by year a hundred boys and girls who should not have become blind are entering our schools and that hundreds more are going through life handicapped by defective vision from one cause alone, the inflammation of the eyes of the new born." Ophthalmia neonatorum continues to send to the schools for the blind a large percentage of unfortunate children. About one-fourth of all children in thirty schools reporting are blinded by this one disease. Agitation and education must continue not five years, nor ten years, but all years. The midwife problem continues to be acute in some sections. Little attention has been given heretofore to the instruction of the public, particularly parents and those having charge of young children, as to the possibilities of loss of sight through measles, scarlet fever and other diseases of childhood. The National Committee has published a booklet dealing not only with ophthalmia neonatorum but with these other diseases of childhood which produce so many of the cases of blindness among the young. Many children are permitted to go blind through carelessness or ignorance at the time of suffering from such diseases. School inspection is becoming more prevalent and has a better character, and there will surely be a great change for the better as respects children's eyesight when inspection becomes universal, as it ought to be, and effective, as it can be. Among immigrants at New York and Boston; in the mountains of Virginia, Kentucky and Tennessee, and among the Indians, trachoma has proved a great menace. This disease calls for drastic treatment and watchful care. There have been in recent years accounts of many deaths and considerable blindness from drinking wood alcohol or breathing its fumes. Progress is being made in the effort to have the name absolutely eliminated and the liquid marked "poison." With the passing of workmen's compensation laws, blindness from accidents in the industries will become less according as these laws are properly enforced. The "Safety First" movement is helping greatly in this particular, and

may serve the purpose of arousing an active interest in the prevention of blindness where the matter is not made the subject of legislative enactment. There remain, of course, the many cases of accidental blindness that cannot be taken care of by law nor avoided except by knowledge and care on the part of parents and the possible victims themselves. Education on this subject is still very necessary. A field of interesting study is opened up by the question of the proper sorts of type, quality and colour of paper, styles of binding, etc., that go to the making up of our school text-books as well as of the magazines and books that are used by adults. This is not a field for legislation, but is a subject that is attracting attention among enlightened school authorities and the members of the medical profession.

The subject of Poultry and Gardening for the Blind was discussed at a Round Table, with the Superintendents of the Pittsburgh, Saint Louis and Colorado Springs schools taking a leading part. None of the experiments in these lines has been carried far enough to serve as a basis of definite conclusions, but it was mentioned that the raising of chickens on a large scale was rarely profitable, even when conducted by persons with normal sight and ample capital.

The Cottage Family Plan was another interesting topic, on which the Superintendents from Maryland, Massachusetts and Philadelphia told of the experiments in having the pupils divided into small household communities, where they could learn to do nearly all kinds of housework. The general conclusion was that everything depended upon the kind of house-mothers that could be engaged and retained, and upon the hearty co-operation of the right kind of teachers.

A very pleasant afternoon was spent in the Festival Hall on the Exposition grounds in San Francisco, where blind pupils gave an excellent concert programme.

THE FARM

Work on the "farm" connected with the School has been carried on as in former years, subject to the same obstacles and limitations. It cannot be profitable, with expensive and not very efficient labour, poor soil, and proximity to a large consuming population whose ideas of meum and tuum are deplorably indistinct. When the war is over and financial conditions mend, it will be advisable to sell most of the farm land for building lots.

THE STAFF

Officers

- H. F. Gardiner, M.A. ....Principal.
- W. B. Wickens ..... Assistant Principal.
- G. H. Ryerson ..... Bursar and Storekeeper.
- J. A. Marquis, M.D. ....Physician.
- B. C. Bell, M.D. ....Oculist.
- Mrs. M. E. Stewart .....Matron.
- D. Green .....Supervisor of Boys.
- Miss M. J. Cronk .....Visitors' Attendant.
- Miss E. Seace ..... Boys' Nurse.
- Miss M. Gilbert ..... Girls' Nurse.
- J. B. Wilson .....Engineer.
- G. Grierson ..... Baker.
- D. Willits .....Farmer and Gardener.

## Teachers

|                             |                                       |
|-----------------------------|---------------------------------------|
| W. B. Wickens               | Literary.                             |
| J. M. Maloney               | Literary.                             |
| Miss K. Hanlon              | Literary.                             |
| Miss D. Radcliffe           | Literary.                             |
| Miss M. Middlemiss          | Kindergarten.                         |
| W. Norman Andrews, F.G.C.M. | Musical Director.                     |
| Miss E. Smyth               | Piano.                                |
| Miss E. Harrington          | Piano.                                |
| A. Ostler                   | Violin.                               |
| T. S. Usher                 | Piano Tuning.                         |
| W. B. Donkin                | Willow-work and Cane-seating.         |
| Miss L. H. Haycock          | Knitting.                             |
| Miss E. Cooper              | Sewing, Darning and Domestic Science. |
| Miss K. Burke               | Assistant Knitting and Sewing.        |
| Miss M. Cronk               | Bead-work.                            |

Appended will be found the reports of the physician and oculist, and of the literary and musical examiners appointed by the Department.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

*Principal O.S.B.*

Brantford, November, 1915.

## OCULIST'S REPORT

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education:*

SIR,—I have the honour to report the results of the annual examination of the pupils' eyes. Total number of pupils examined, 70. New pupils, 3 girls and 8 boys. Old pupils, 34 girls and 25 boys.

Again will be noticed the disproportion between the number of males and females entering the school, and yet the causes of blindness found in these pupils do not give any explanation for the difference: as a matter of fact, all the new girls examined are suffering from conditions classed as preventable blindness, while only one boy of the eight examined is here from a like cause. One would naturally expect males to be more exposed to injuries producing blindness than females.

Six of the 11 new pupils are blind because of congenital defects. Two of the remaining five are due to Ophthalmia Neonatorum, one to injury of one eye with Sympathetic Ophthalmia resulting in the other, one to a fall injuring the central nervous system, and one to Uveitis.

The condition of sight in all of these pupils is very bad, making no doubt as to their eligibility to the school.

The pupils who had been examined on previous occasions showed the usual fluctuations in regard to sight, some having gained a little and others having

lost a little, depending to a large extent on the disease affecting the sight. One case of very disastrous reduction was due to an unavoidable accident. This young man, having attained considerable efficiency with the violin, had the misfortune to have a string break while playing, the flying end striking and rupturing the ball of his good eye and thus reducing his sight from counting fingers at 25 feet down to 2 feet.

A girl who had been at the school for several sessions, and who in spite of treatment has become very deaf, was recommended to be moved to the School for the Deaf.

Operations for improving the vision were advised for two of the new pupils, an iridectomy for optical purposes in a girl, and the needling of a congenital cataract in a boy who showed considerable sight with the pupil dilated by atropine. These have not been done yet.

One degenerated sightless eye had to be removed during the term, and only a few minor inflammatory conditions required attention.

Respectfully submitted.

B. C. BELL.

Brantford, November, 1915.

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#### PHYSICIAN'S REPORT

TO THE HONOURABLE R. A. PYNE, M.D., LL.D., -

*Minister of Education:*

SIR,—I have the honour to present my report for the year ending October 31st, 1915. The officers and pupils have enjoyed their usual good health throughout the year, with the exception of the usual ailments to which the pupils are particularly susceptible. An exception must be made of one or two pupils who are scarcely physically fit to attend school. One pupil suffered from appendicitis, was operated upon, and made good recovery. In June, 1915, we had a mild outbreak of mumps; the patients were isolated and put in charge of a trained nurse; all did well. There are two pupils on the roll who, owing to mental incapacity, are not only wasting their time here, but are interfering with the progress of the normal pupils. I have kept them under observation and have concluded that they are mentally unfit for a school such as ours. The new dormitories are excellent buildings and add much to the comfort of the children.

During the year George Lambden, an old member of the staff, passed away at an advanced age.

. I have the honour to be,

Sir.

Your obedient servant,

J. A. MARQUIS.

Brantford, November, 1915.



## LITERARY EXAMINER'S REPORT

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education:*

SIR,—Herewith I beg to submit my report on the literary department of the Ontario School for the Blind. The examination was made on June 1, 2, 3 and 4. Following is detailed statement:

**Mr. Wickens' Classes**

Bible History.—The class is divided into Juniors and Seniors, the former studying the books of the Bible and the latter studies from Genesis. As in former years, the work in Bible Study is well prepared, even to detail work.

Spelling.—All pupils in the class of 18 did well except two, the average being 85 per cent.

Geography.—The geography covered was Europe and such of the colonies as are assisting in the present war. The class has made good progress, the average mark being 75 per cent.

Physiology.—Considerable instruction had been given the class on the brain and the nervous system. All pupils were well informed and made an average of 85 per cent.

Arithmetic.—Limit: Questions in Fractions. Fifteen pupils made an average of 65 per cent. on seven questions submitted to them.

Reading.—The pupils read with good expression and articulation and upon being questioned upon the text showed a good understanding of it.

Latin.—A class of four girls showed careful study of the Latin Grammar and translated freely portions of Cæsar, Book III.

Typewriting.—This subject now receives systematic attention, and a class of fourteen produced work for me quite rapidly and with few errors. Many compositions that were written for me were done on the typewriter.

**Mr. Maloney's Classes**

Arithmetic.—Limit: Addition, subtraction and multiplication to 18 times 20. A class of 16 made an average of 62 per cent. on a test of five questions. Considerable difference of ability exists in this class.

Geography.—The class has studied in considerable detail the geography of Canada. The progress made by pupils was very satisfactory except in two cases. Four pupils were absent through illness.

Physiology.—The limit covers pages 1 to 81 of the Ontario Public School Hygiene. There were 17 pupils present in this class and with four exceptions they had the work well prepared. Average mark 71 per cent.

Reading.—Many in this class have not been long at school and are not as familiar with the point print as are older pupils, hence they hesitate more in reading and are not able to give the same expression.

Grammar.—This class of 24 pupils had covered pages 1 to 21 of the Ontario Public School Grammar very thoroughly and were well posted in the work.

Writing.—Twenty-two pupils in this class had made satisfactory progress in writing the small and capital letters and figures.

Physical Culture.—Great care and attention are given to this work. The course followed is that laid down in the Strathcona Syllabus.

**Miss Hanlon's Classes**

**Bible History.**—This class was well up in the limit of work, which embraces the Second Epoch of Ecclesiastical History and Part II of the History of the New Testament.

**Spelling.**—All pupils of this class spelled well except one. The average for a class of 15 was 80 per cent.

**Arithmetic.**—Limit: Percentage and its application. A class of 13 pupils on a test of 13 problems covering all the limit averaged 82 per cent., a very creditable result.

**Geography.**—This class of 15 had learned a number of definitions and given attention to the geography of Ontario, more particularly to the districts from which they come. The result showed application to the work.

**Reading.**—Fourteen pupils in this class were reading from the Ontario Public School Second Reader. The articulation and expression were generally good.

**Grammar.**—There were 14 pupils in this class and they had studied parts of speech, inflections of nouns, and were able to parse nouns, pronouns and adjectives.

**Writing.**—This class of 16 pupils were writing small letters and figures and punctuation marks. In most cases the results were good. This subject in many cases presents many difficulties.

**Object Lessons.**—Some good work of a practical nature had been done in raffia and cardboard. The pupils had also learned the properties and uses of a number of common articles of commerce. The former class of work is the more important and should receive more attention.

**Miss Radcliffe's Classes**

**Bible History.**—As in other classes in this subject, this class showed familiarity with the limit of work, which consisted of a detailed study of the Life of Christ.

**Spelling.**—There were 21 pupils in this class and they had covered the Ontario Speller from page 169 to page 191. All except two spelled well. Average 84 per cent.

**Arithmetic.**—This class of 14 pupils did multiplication, division, reduction, sharing, loss and gain, and were familiar with the tables of length, area, volume, weight, etc. On a test of 9 questions the average was 74 per cent.

**Geography.**—This class of 11 pupils had received some careful and rational instruction concerning the United States, South America, Mexico and Central America. The results were good.

**Physiology.**—This was a small class of seven pupils. They had studied with considerable care respiration, circulation, digestion and the nervous system.

**Literature.**—This class was very large and was divided into two sections, as a result of the ages and mental capabilities of the pupils. The Seniors had read Hamlet and Self-Reliance; the Juniors, Merchant of Venice and selections from Tennyson and Wordsworth. The class is rather large and the selections in some cases rather difficult.

**Composition.**—The compositions submitted were as a whole good, some particularly so. This is an important subject, and one the pupils like, and the results show that much can be accomplished. I would suggest even more time to this work.

**Grammar.**—The class had covered pages 120 to 160 of the Ontario Public School Grammar and were able to analyze and parse with great accuracy.



Writing.—There were 21 pupils in this class and they were learning the small letters. Good progress had been made.

British History.—This class had covered 94 pages of the Ontario Public School History of England. With four exceptions all seemed interested in the work and had made good progress. Average, 76 per cent.

Canadian History.—This was a large class, 29 pupils being present. They had covered 73 pages of the Ontario Public School History of Canada. Average mark 67 per cent. A change of limit to include Civics and a later period of the history might lend more interest.

#### Miss Middlemiss' Classes

Bible History.—This junior class of five pupils were with one exception very familiar with the Books of the Old and New Testaments, the Commandments, the Lord's Prayer, the Beatitudes and Psalms viii, xxiii and xcv, all of which is embraced in the limit of work.

Spelling.—There were 13 pupils in this class; two were very backward; the remainder spelled well from Grades 1 and 2 of the Ontario Speller, which constitutes their limit.

Arithmetic.—This class is the elementary one of the school, and is learning addition, subtraction and the multiplication tables to 6 times 13. Varying progress had been made, owing to age and time of attendance. Good teaching is being done and reasonable results secured.

Reading.—In this class pupils receive their first instruction in point reading. The work, and consequent results, are necessarily individual and vary greatly. Not much in expression can be secured here.

Kindergarten.—Considerable work of a very satisfactory nature had been done in cutting, pasting, folding, weaving and sewing. Quite extensive and profitable use is made of plasticene.

#### Miss Haycock's Classes

Bible History.—This class was engaged in the study of Genesis, and as in the other classes of this subject showed familiarity with the work.

Spelling.—There were 15 pupils in this class and all spelled well except one pupil who seemed to have absolutely no conception of sound.

Knitting and Crocheting.—These classes are very large and the pupils are very much interested in the work, as is evidenced by the size of the class, the variety of the articles made and the different stitches employed in their manufacture. It is surprising to see the accuracy with which the intricate patterns are followed. Several comforts have been made and forwarded to our soldiers.

#### Miscellaneous Classes

1. Physical Culture for Boys.—This class is in charge of Mr. Green. The work is well done and much appreciated by the boys. It cannot help but be of great benefit to all those receiving the instruction.

2. Sewing and Darning.—This work, which is of a very practical kind and of great value to the girls, is in charge of Miss Cooper. In addition to much work done for the school, and care of the clothing for the girls, much fine work is done.

3. Domestic Science.—This practical work is also in charge of Miss Cooper. Owing to the limited space given to this class, the number of girls receiving instruction is small. The work is very efficiently done.

4. Bead Work.—This work forms a pleasant diversion from the regular work of the school. It serves as a means by which pupils earn pin money. Instruction in this work is given by Miss Cronk.

5. Sloyd and Hammock Work.—This work has received little attention for some time owing to the prolonged illness of the instructor. The work is at present being looked after by Mr. Johnson, who gives evidence of fitness for the work.

6. Willow Work.—This important work is in charge of Mr. Donkin. The variety of work done and the skill displayed by the pupils at it indicate that it is an occupation particularly suited to blind students.

#### Notes and Suggestions

1. The Principal has continued to make progress with the printing press and among other things has turned out music, magazine articles relating to the war, and a biography of Sir James Whitney.

2. The new dormitories have been completed and are now occupied. These are all that could be desired and add greatly to the comfort of pupils and teachers. The Department is to be congratulated on their erection and equipment.

3. The continued production of the Public School text books in point is making it more possible than ever for the course of study to conform to that of the regular schools of the Province.

4. Now that the dormitories are occupied, it might be possible to remove the hospital to more cheerful quarters. It is too close to the willow shop and must in a measure endanger those occupied therein.

5. In history and literature the classes are very large, the ages of pupils very different, and as a result the teaching is difficult and possibly not as successful as it would be if it were possible to reduce the classes. I have suggested that change in the limit of work might help.

6. The school has lost through resignation a very capable teacher in the person of Miss Kavanagh. Miss Hanlon, her successor, is doing good work.

7. On the last day of my inspection, the news reached the school of the death of Mr. Lambden, who for years was instructor in sloyd and hammock work.

All the foregoing is respectfully submitted.

E. E. C. KILMER, B.A.,

*Inspector Brantford City Schools, Examiner.*

Brantford, June 19th, 1915.

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#### REPORT ON MUSICAL INSTRUCTION

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education:*

I have the honour of presenting my Annual Report on the work accomplished in the Music Department of the Ontario School for the Blind, Brantford, during the past academic year. The practical examinations to which this report alludes were held on June 10th, 11th and part of the 12th. The subjects included

were piano, violin, organ-playing and solo-singing, and the theory of music (harmony, counterpoint, history and rudiments). The candidates in practical music numbered eighty-one, and, in written theoretical subjects, seventy-one. There were forty-five candidates in piano-playing.

In Grade 1, the one candidate who entered received a "pass."

In Grade 2, there were ten candidates, three of whom gained the second class honours, and all the others reached the "pass" standard. Several, who are in the transition, or "progress" stage, did fairly well.

In Grade 3, two candidates entered: one passed with second-class honours, and the other passed. Two candidates in the transition class did well.

In Grade 4, of eleven pupils who entered, two reached the first class honours standard, four gained second-class honours, four passed and one failed. One pupil in the transition stage promises well.

In Grade 5, six candidates were examined; one received first-class honours; two second-class honours, two passed and one failed.

In Grade 6, of the five candidates in this Grade, one gained first-class honours, one second-class honours, and the three others passed.

In Grade 7, one candidate passed with second-class honours.

I have the greatest possible pleasure in offering congratulations to the able Musical Director, Mr. W. Norman Andrews, to Miss Harrington and to Miss Smyth, on the really excellent results of their teaching. The standard of performance generally was on a distinctly higher plane than that of previous years. It is evident that much care is being bestowed not only on the technical side, but also on artistic style and expression. One suggestion I would make is that students, particularly in the earlier grades, should be encouraged to learn the difficult lesson of playing distinctly, and not to sacrifice the music for the sake of speed.

Organ.—Nine students were examined in this department. One candidate is doing excellent work in the "advanced stage," and, with a little more experience, should make a really good performer.

Grade 1. In this grade there were two candidates, one of whom gained second-class honours, the other passed.

Grade 2. Two pupils gained first-class honours, one passed, and one failed.

Two organ-students of the first and second transition classes played their test pieces very creditably.

In view of the fact that there is so much real musical talent amongst the blind and that a well-equipped organist possesses a congenial and favourable means of livelihood, I would respectfully submit that greater and increased facilities for practice should be given to the organ students of this institution. To meet this pressing demand an up-to-date three-manual organ is necessary. The present one with new mechanism, would make a good practice instrument; and could be placed in another part of the building.

Singing and Voice Production.—In Grade 2, one gained second-class honours, and one passed.

In Grade 3, three gained second-class honours, and one other pupil passed.

In Grade 4, one candidate passed.

It is gratifying to have to report that a steady improvement is going on, not only in voice-production and style; but also in the very important matters of pronunciation and enunciation.

Violin.—It is now three years since I ventured to suggest that the study of stringed instruments should be added to the course of musical study. This particular branch is already proving quite successful under the careful and able tuition of Mr. Ostler. Several of the young students displayed considerable talent in their pieces, scales and studies, their bowing and tone being alike very creditable. I understand that four of the pupils will play in a concerted piece at the Annual Commencement. Twenty candidates were examined in all, ten of whom gained second-class honours, six passed and four showed fair promise.

Theory of Music.—In this particular branch, which is conducted solely by the Musical Director, thirty-three candidates wrote papers on the Rudiments of Music, nine on Musical History, twenty-three on Harmony and six on Counterpoint. The result was highly satisfactory, as forty per cent. gained first-class honours, and a majority of the remainder second-class honours. The answers given to the "Rudiments" questions and those relating to Musical History were in most cases particularly good, and showed much reasonable originality of thought. To a Point-Print class of about sixty pupils, the Principal, Mr. H. F. Gardiner, dictated from ordinary music type, a few measures of a piano piece. This was speedily reproduced in point-print by the students with scarcely an error. The indefatigable Principle has rendered much service to the musical progress of the school by his point-print translations of hymns, patriotic songs and piano and organ classics.

The Choral Class.—The Choral Class is a well-balanced choir of fifty voices. I have never heard them sing to such advantage as on June 10th. The tonal quality as displayed in their unaccompanied music was good, and the phrasing, expression and enunciation were alike excellent. Much credit is due to the untiring efforts of Mr. W. Norman Andrews for the marked success of this class. I would suggest that a junior class be formed, in which all the younger boys and girls could take part. The incorrect placing of the younger voices is very apparent in the hymn singing at morning prayers.

Piano Tuning and Regulating.—The tuning class is doing capital work, under the guidance of Mr. Usher. Several of the senior pupils are now becoming quite expert tuners. Some of the practice pianos are in a bad state of repair, and are not kept in good order. Could not one or two of the best among the tuners be deputed from time to time by the tuning instructor to do this tuning?

In closing my remarks, I should like to congratulate the Ontario School for the Blind on the excellent ability displayed by the teaching staff of the musical faculty. It is a great pleasure to have to record a decided advance in this important department, where a high standard of merit is reached.

I have the honour to be,

Sir,

Yours most obediently,

ALBERT HAM,

*Mus. Doc., F.R.C.O.*

Toronto, June 12th, 1915.

**Ontario School for the Blind**  
**STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1915**

**I.—Attendance**

|  | Male | Female | Total |
|--|------|--------|-------|
| Attendance for portion of year ending 30th September, 1872.. | 20   | 14     | 34    |
| "    for year ending 30th September, 1873.....               | 44   | 24     | 68    |
| "    "    "    "    1874.....                                | 66   | 46     | 112   |
| "    "    "    "    1875.....                                | 89   | 50     | 139   |
| "    "    "    "    1876.....                                | 84   | 64     | 148   |
| "    "    "    "    1877.....                                | 76   | 72     | 148   |
| "    "    "    "    1878.....                                | 91   | 84     | 175   |
| "    "    "    "    1879.....                                | 100  | 100    | 200   |
| "    "    "    "    1880.....                                | 105  | 93     | 198   |
| "    "    "    "    1881.....                                | 103  | 98     | 201   |
| "    "    "    "    1882.....                                | 94   | 73     | 167   |
| "    "    "    "    1883.....                                | 88   | 72     | 160   |
| "    "    "    "    1884.....                                | 71   | 69     | 140   |
| "    "    "    "    1885.....                                | 86   | 74     | 160   |
| "    "    "    "    1886.....                                | 93   | 71     | 164   |
| "    "    "    "    1887.....                                | 93   | 62     | 155   |
| "    "    "    "    1888.....                                | 94   | 62     | 156   |
| "    "    "    "    1889.....                                | 99   | 68     | 167   |
| "    "    "    "    1890.....                                | 95   | 69     | 164   |
| "    "    "    "    1891.....                                | 91   | 67     | 158   |
| "    "    "    "    1892.....                                | 85   | 70     | 155   |
| "    "    "    "    1893.....                                | 90   | 64     | 154   |
| "    "    "    "    1894.....                                | 84   | 66     | 150   |
| "    "    "    "    1895.....                                | 82   | 68     | 150   |
| "    "    "    "    1896.....                                | 72   | 69     | 141   |
| "    "    "    "    1897.....                                | 76   | 73     | 149   |
| "    "    "    "    1898.....                                | 74   | 73     | 147   |
| "    "    "    "    1899.....                                | 77   | 71     | 148   |
| "    "    "    "    1900.....                                | 77   | 67     | 144   |
| "    "    "    "    1901.....                                | 72   | 66     | 138   |
| "    "    "    "    1902.....                                | 68   | 70     | 138   |
| "    "    "    "    1903.....                                | 67   | 64     | 131   |
| "    "    "    "    1904.....                                | 68   | 66     | 134   |
| "    "    "    "    1905.....                                | 67   | 74     | 141   |
| "    "    "    "    1906.....                                | 71   | 76     | 147   |
| "    "    "    "    1907.....                                | 72   | 72     | 144   |
| "    "    "    "    1908.....                                | 71   | 68     | 139   |
| "    "    "    "    1909.....                                | 72   | 70     | 142   |
| "    "    "    "    31st October, 1910.....                  | 77   | 67     | 144   |
| "    "    "    "    1911.....                                | 76   | 61     | 137   |
| "    "    "    "    1912.....                                | 69   | 55     | 124   |
| "    "    "    "    1913.....                                | 62   | 62     | 124   |
| "    "    "    "    1914.....                                | 65   | 59     | 124   |
| "    "    "    "    1915.....                                | 70   | 62     | 132   |

**II.—Age of Pupils**

|                 | No. |                             | No. |
|-----------------|-----|-----------------------------|-----|
| Five years..... | 0   | Seventeen years.....        | 8   |
| Six ".....      | 1   | Eighteen ".....             | 6   |
| Seven ".....    | 4   | Nineteen ".....             | 7   |
| Eight ".....    | 4   | Twenty ".....               | 5   |
| Nine ".....     | 4   | Twenty-one ".....           | 11  |
| Ten ".....      | 4   | Twenty-two ".....           | 3   |
| Eleven ".....   | 7   | Twenty-three ".....         | 3   |
| Twelve ".....   | 15  | Twenty-four ".....          | 3   |
| Thirteen "..... | 7   | Twenty-five ".....          | 1   |
| Fourteen "..... | 11  | Over twenty-five years..... | 8   |
| Fifteen ".....  | 12  |                             |     |
| Sixteen ".....  | 8   |                             |     |
|                 |     | Total.....                  | 132 |



## III.—Nationality of Parents

|               | No.   |                     | No.   |
|---------------|-------|---------------------|-------|
| Austrian..... | 1     | Hungarian.....      | ..... |
| American..... | 3     | Newfoundlander..... | 1     |
| Canadian..... | 65    | Swedish.....        | ..... |
| English.....  | 43    | Russian.....        | ..... |
| Irish.....    | 7     | Scotch.....         | 8     |
| Italian.....  | 1     | Unknown.....        | 1     |
| Galician..... | ..... | Welsh.....          | ..... |
| German.....   | 2     | Total.....          | 132   |

## IV.—Denomination of Parents

|                        | No. |                      | No.   |
|------------------------|-----|----------------------|-------|
| Congregational.....    | 1   | Salvationist.....    | 1     |
| Christian Science..... | 3   | Lutheran.....        | 1     |
| Baptist.....           | 5   | Jewish.....          | 1     |
| Disciples.....         | 1   | Greek Catholic.....  | ..... |
| Episcopalian.....      | 41  | Unknown.....         | 1     |
| Methodist.....         | 38  | United Brethren..... | ..... |
| Presbyterian.....      | 24  | Total.....           | 132   |
| Roman Catholic.....    | 15  |                      |       |

## V.—Occupation of Parents

|                         | No.   |                         | No.   |
|-------------------------|-------|-------------------------|-------|
| Accountants.....        | 2     | Jeweller.....           | 1     |
| Agents.....             | 3     | Labourers.....          | 23    |
| Baker.....              | 1     | Liveryman.....          | 1     |
| Bar-tender.....         | 1     | Manufacturers.....      | 2     |
| Barbers.....            | 2     | Machinists.....         | 1     |
| Blacksmith.....         | 1     | Mason.....              | ..... |
| Bill Poster.....        | 1     | Merchants.....          | 7     |
| Book-keeper.....        | 1     | Moulders.....           | 1     |
| Bricklayer.....         | 1     | Miners.....             | 1     |
| Butcher.....            | 1     | Painters.....           | 4     |
| Cabinetmaker.....       | 2     | Physician.....          | 1     |
| Carpenters.....         | 8     | Plasterers.....         | 1     |
| Carder.....             | 1     | Policemen.....          | 2     |
| Caretaker.....          | 1     | Police Magistrate.....  | 1     |
| Clerk.....              | 1     | Plumber.....            | 1     |
| Confectioner.....       | 1     | Railway employees.....  | 5     |
| Drayman.....            | 1     | Rancher.....            | 1     |
| Dairyman.....           | 1     | Sheet metal worker..... | 1     |
| Drover.....             | 1     | Shoemaker.....          | 2     |
| Electrician.....        | 1     | Soldier.....            | 1     |
| Engineers.....          | 2     | Stone cutter.....       | 1     |
| Farmers.....            | 22    | Tailor.....             | ..... |
| Fireman.....            | 1     | Teamster.....           | 1     |
| Fisherman.....          | 2     | Tinsmith.....           | 1     |
| Foreman.....            | 1     | Tuners.....             | 2     |
| Gardeners.....          | 3     | Unknown.....            | 3     |
| Government officer..... | ..... | Wheelwright.....        | 1     |
| Glass Blower.....       | 1     | Total.....              | 132   |
| Fruit-er.....           | 1     |                         |       |
| Hackman.....            | 1     |                         |       |

**VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1915**

| County or City             | Male | Female | Total | County or City                | Male | Female | Total |
|----------------------------|------|--------|-------|-------------------------------|------|--------|-------|
| County of Addington.....   | 1    | ...    | 1     | County of Peel.....           | 1    | ...    | 1     |
| District of Algoma.....    | 2    | 2      | 4     | County of Northumberland..... | 1    | ...    | 1     |
| City of Belleville.....    | ...  | ...    | ...   | "    Ontario.....             | 1    | 3      | 4     |
| County of Brant.....       | 1    | 1      | 2     | City of Ottawa.....           | 4    | 2      | 6     |
| City of Brantford.....     | 3    | 3      | 6     | County of Oxford.....         | ...  | 2      | 2     |
| County of Bruce.....       | 3    | ...    | 3     | "    Perth.....               | ...  | 2      | 2     |
| "    Carleton.....         | 1    | 1      | 2     | City of Peterborough.....     | ...  | ...    | ...   |
| "    Dufferin.....         | ...  | ...    | ...   | County of Prince Edward.....  | ...  | ...    | ...   |
| "    Durham.....           | 1    | 1      | 2     | "    Prescott.....            | ...  | ...    | ...   |
| "    Elgin.....            | 1    | 1      | 2     | "    Russell.....             | 1    | 1      | 2     |
| "    Essex.....            | 1    | 2      | 3     | City of St. Catharines.....   | 1    | 1      | 2     |
| "    Glengarry.....        | 1    | 1      | 2     | "    St. Thomas.....          | 1    | ...    | 1     |
| "    Grey.....             | 1    | 1      | 2     | "    Stratford.....           | ...  | ...    | ...   |
| City of Guelph.....        | 1    | 1      | 2     | County of Simcoe.....         | 2    | 1      | 3     |
| County of Haldimand.....   | ...  | ...    | ...   | "    Stormont.....            | ...  | ...    | ...   |
| "    Haliburton.....       | ...  | ...    | ...   | City of Toronto.....          | 15   | 7      | 22    |
| "    Halton.....           | ...  | ...    | ...   | County of Victoria.....       | ...  | ...    | ...   |
| City of Hamilton.....      | 5    | 5      | 10    | "    Waterloo.....            | 1    | 1      | 2     |
| County of Hastings.....    | 1    | 1      | 2     | "    Welland.....             | ...  | ...    | ...   |
| "    Huron.....            | 2    | 3      | 5     | "    Wellington.....          | ...  | ...    | ...   |
| "    Kent.....             | 1    | 3      | 4     | "    Wentworth.....           | ...  | 1      | 1     |
| "    Lambton.....          | 1    | 2      | 3     | "    York.....                | 2    | 1      | 3     |
| "    Leeds.....            | 3    | 1      | 4     | District of Parry Sound.....  | 1    | ...    | 1     |
| "    Lanark.....           | 1    | 1      | 2     | *Saskatchewan.....            | 5    | 2      | 7     |
| City of London.....        | 1    | 2      | 3     | *Alberta.....                 | 2    | ...    | 2     |
| County of Middlesex.....   | ...  | 1      | 1     | *Manitoba.....                | 3    | 5      | 8     |
| District of Muskoka.....   | 2    | 2      | 4     | *British Columbia.....        | 3    | ...    | 3     |
| District of Nipissing..... | 2    | ...    | 2     | *Quebec.....                  | 1    | ...    | 1     |
| County of Norfolk.....     | 2    | 2      | 4     |                               |      |        |       |
|                            |      |        |       | Total.....                    | 70   | 62     | 132   |

\* On payment.

**VII.—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1915**

| County or City           | Male | Female | Total | County or City             | Male | Female | Total |
|--------------------------|------|--------|-------|----------------------------|------|--------|-------|
| County of Addington..... | 1    | ...    | 1     | County of Haliburton.....  | 1    | ...    | 1     |
| District of Algoma.....  | 9    | 5      | 14    | "    Halton.....           | 7    | 3      | 10    |
| City of Belleville.....  | 4    | 1      | 5     | City of Hamilton.....      | 22   | 23     | 45    |
| County of Brant.....     | 9    | 8      | 17    | County of Hastings.....    | 6    | 5      | 11    |
| City of Brantford.....   | 17   | 13     | 30    | "    Huron.....            | 14   | 13     | 27    |
| County of Bruce.....     | 10   | 12     | 22    | City of Kingston.....      | 7    | 4      | 11    |
| "    Carleton.....       | 2    | 2      | 4     | County of Kent.....        | 11   | 8      | 19    |
| "    Dufferin.....       | 2    | 1      | 3     | "    Lambton.....          | 20   | 8      | 28    |
| "    Dundas.....         | 3    | 3      | 6     | "    Leeds.....            | 15   | 5      | 20    |
| "    Durham.....         | 4    | 4      | 8     | "    Lanark.....           | 4    | 4      | 8     |
| "    Elgin.....          | 7    | 6      | 13    | "    Lennox.....           | 4    | 1      | 5     |
| "    Essex.....          | 15   | 22     | 37    | "    Lincoln.....          | 3    | 3      | 6     |
| "    Frontenac.....      | 5    | 3      | 8     | City of London.....        | 12   | 11     | 23    |
| "    Glengarry.....      | 8    | 1      | 9     | District of Nipissing..... | 8    | 4      | 12    |
| "    Grenville.....      | 2    | 2      | 4     | County of Middlesex.....   | 10   | 13     | 23    |
| "    Grey.....           | 11   | 12     | 23    | District of Muskoka.....   | 3    | 3      | 6     |
| City of Guelph.....      | 4    | 4      | 8     | County of Norfolk.....     | 11   | 10     | 21    |
| County of Haldimand..... | 4    | 5      | 9     |                            |      |        |       |



VII.—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1915—Continued

| County or City                 | Male | Female | Total | County or City                | Male | Female | Total |
|--------------------------------|------|--------|-------|-------------------------------|------|--------|-------|
| County of Northumberland ..... | 6    | 9      | 15    | City of Toronto .....         | 77   | 53     | 130   |
| " Ontario .....                | 8    | 13     | 21    | County of Victoria .....      | 8    | 2      | 10    |
| City of Ottawa .....           | 24   | 7      | 31    | " Waterloo .....              | 12   | 6      | 18    |
| County of Oxford .....         | 8    | 13     | 21    | " Welland .....               | 9    | 5      | 14    |
| " Peel .....                   | 3    | 1      | 4     | " Wellington .....            | 10   | 8      | 18    |
| " Perth .....                  | 5    | 11     | 16    | " Wentworth .....             | 10   | 11     | 21    |
| " Peterborough .....           | 13   | 5      | 18    | " York .....                  | 21   | 17     | 38    |
| " Prince Edward .....          | 7    | 2      | 9     | District of Parry Sound ..... | 3    | ....   | 3     |
| " Prescott .....               | 4    | ....   | 4     | *Province of Quebec .....     | 5    | 1      | 6     |
| " Renfrew .....                | 8    | 6      | 14    | *Saskatchewan .....           | 6    | 6      | 12    |
| " Russell .....                | 5    | 3      | 8     | *British Columbia .....       | 6    | ....   | 6     |
| City of St. Catharines .....   | 2    | 2      | 4     | *Manitoba .....               | 6    | 6      | 12    |
| " St. Thomas .....             | 4    | 2      | 6     | *Alberta .....                | 4    | 3      | 7     |
| " Stratford .....              | 3    | 1      | 4     | *United States .....          | 1    | ....   | 1     |
| County of Simcoe .....         | 13   | 11     | 24    |                               |      |        |       |
| " Stormont .....               | 5    | 1      | 6     |                               |      |        |       |
|                                |      |        |       |                               | 571  | 427    | 998   |

\*On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1915

| County or City              | Male | Female | Total | County or City                | Male | Female | Total |
|-----------------------------|------|--------|-------|-------------------------------|------|--------|-------|
| County of Addington .....   | 1    | ....   | 1     | County of Peel .....          | 1    | ....   | 1     |
| District of Algoma .....    | 2    | 2      | 4     | " Ontario .....               | 1    | 1      | 2     |
| City of Belleville .....    | .... | ....   | ....  | City of Ottawa .....          | 4    | 2      | 6     |
| County of Brant .....       | .... | 1      | 1     | County of Oxford .....        | .... | ....   | ....  |
| City of Brantford .....     | .... | 2      | 2     | " of Perth .....              | .... | 2      | 2     |
| County of Bruce .....       | 3    | ....   | 3     | City of Peterborough .....    | .... | ....   | ....  |
| " Carleton .....            | .... | 1      | 1     | County of Prince Edward ..... | .... | ....   | ....  |
| " Durham .....              | .... | ....   | ....  | " Prescott .....              | .... | 1      | 1     |
| " Elgin .....               | .... | ....   | ....  | " Russell .....               | .... | 1      | 1     |
| " Essex .....               | 1    | 2      | 3     | City of St. Catharines .....  | 1    | 1      | 2     |
| " Glengarry .....           | .... | 1      | 1     | " St. Thomas .....            | 1    | ....   | 1     |
| " Grey .....                | 1    | 1      | 2     | " Stratford .....             | .... | ....   | ....  |
| City of Guelph .....        | .... | 1      | 1     | County of Simcoe .....        | 2    | 1      | 3     |
| County of Haliburton .....  | .... | ....   | ....  | " Stormont .....              | .... | ....   | ....  |
| City of Hamilton .....      | 4    | 5      | 9     | City of Toronto .....         | 13   | 6      | 19    |
| County of Hastings .....    | 1    | ....   | 1     | County of Victoria .....      | .... | ....   | ....  |
| " Huron .....               | 2    | 3      | 5     | " Waterloo .....              | .... | ....   | ....  |
| " Kent .....                | 1    | 3      | 4     | " Welland .....               | .... | ....   | ....  |
| " Lambton .....             | 1    | 2      | 3     | " Wellington .....            | .... | ....   | ....  |
| " Leeds .....               | 3    | 1      | 4     | " Wentworth .....             | .... | 1      | 1     |
| " Lanark .....              | 1    | ....   | 1     | " York .....                  | 2    | 1      | 3     |
| City of London .....        | 1    | 1      | 2     | District of Parry Sound ..... | 1    | ....   | 1     |
| County of Middlesex .....   | .... | 1      | 1     | Quebec .....                  | 1    | ....   | 1     |
| District of Muskoka .....   | .... | 1      | 1     | Manitoba .....                | 1    | 4      | 5     |
| " Nipissing .....           | 2    | ....   | 2     | Saskatchewan .....            | 5    | 2      | 7     |
| City of Niagara Falls ..... | .... | ....   | ....  | Alberta .....                 | 2    | ....   | 2     |
| County of Norfolk .....     | .... | 2      | 2     | British Columbia .....        | 3    | ....   | 3     |
| " Northumberland .....      | 1    | ....   | 1     |                               |      |        |       |
|                             |      |        |       | Totals .....                  | 63   | 52     | 115   |

## Ontario School for the Blind

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1915,  
COMPARED WITH THE PRECEDING YEAR

| Item No. | Service                                    | 31st October, 1914           |                              |                        | 31st October, 1915           |                              |                        |
|----------|--|------------------------------|------------------------------|------------------------|------------------------------|------------------------------|------------------------|
|          |  | Total expendi-<br>ture, 1914 | Yearly cost<br>Average, 1913 | Weekly cost<br>Average | Total expendi-<br>ture, 1915 | Yearly cost<br>Average, 1915 | Weekly cost<br>Average |
|          |  | \$ c.                        | \$ c.                        | c.m.                   | \$ c.                        | \$ c.                        | c.m.                   |
| 1        | Medicine and Medical Comforts ...          | 195 06                       | 1 89                         | 3.5                    | 207 76                       | 1 91                         | 3.5                    |
| 2        | Butchers' Meat, Fish and Fowl ...          | 2,835 08                     | 27 53                        | 51.0                   | 2,673 19                     | 24 52                        | 45.4                   |
| 3        | Flour, Bread and Biscuits.....             | 449 09                       | 3 46                         | 8.1                    | 636 22                       | 5 84                         | 10.8                   |
| 4        | Butter and Lard.....                       | 1,760 80                     | 17 10                        | 31.6                   | 1,679 87                     | 15 41                        | 28.5                   |
| 5        | General Groceries .....                    | 1,659 24                     | 16 11                        | 29.8                   | 1,965 21                     | 18 03                        | 33.4                   |
| 6        | Fruit and Vegetables .....                 | 327 35                       | 3 18                         | 5.9                    | 263 59                       | 2 42                         | 4.5                    |
| 7        | Bedding, Clothing and Shoes .....          | 112 90                       | 1 10                         | 2.0                    | 361 28                       | 3 31                         | 6.2                    |
| 8        | Fuel—Wood, Coal and Gas .....              | 3,880 54                     | 37 67                        | 69.7                   | 4,750 28                     | 43 58                        | 80.7                   |
| 9        | Light—Gas and Electric .....               | 1,017 52                     | 9 88                         | 18.3                   | 754 53                       | 6 92                         | 12.8                   |
| 10       | Laundry—Soap and Cleaning.....             | 421 60                       | 4 09                         | 7.6                    | 425 44                       | 3 90                         | 7.2                    |
| 11       | Furniture and Furnishings .....            | 689 58                       | 6 69                         | 12.4                   | 650 19                       | 5 97                         | 11.1                   |
| 12       | Farm and Garden — Feed and<br>Fodder ..... | 759 11                       | 7 37                         | 13.6                   | 720 91                       | 6 61                         | 12.2                   |
| 13       | Repairs and Alterations .....              | 1,162 32                     | 11 29                        | 20.9                   | 1,168 90                     | 10 72                        | 19.9                   |
| 14       | Advertising, Printing, etc. ....           | 795 26                       | 7 72                         | 14.3                   | 554 39                       | 5 09                         | 9.4                    |
| 15       | Books, Apparatus and Appliances            | 1,213 86                     | 11 79                        | 21.8                   | 1,353 15                     | 12 41                        | 23.0                   |
| 16       | Miscellaneous—Unenumerated, ...            | 1,417 17                     | 13 76                        | 25.5                   | 1,496 44                     | 13 73                        | 25.4                   |
| 17       | Pupils' Sittings in Church.....            | 200 00                       | 1 93                         | 3.6                    | 200 00                       | 1 83                         | 3.4                    |
| 18       | Rent of Hydrants.....                      | 160 00                       | 1 55                         | 2.9                    | 160 00                       | 1 47                         | 2.7                    |
| 19       | Water Supply.....                          | 450 85                       | 4 38                         | 8.1                    | 417 02                       | 3 83                         | 7.0                    |
| 20       | Salaries and Wages.....                    | 24,227 41                    | 235 22                       | 435.7                  | 24,870 43                    | 228 17                       | 422.5                  |
| 21       | Special—                                   |                              |                              |                        |                              |                              |                        |
|          | Repairs to Pianos and Organs..             | 223 55                       | 2 17                         | 4.0                    | 144 58                       | 1 33                         | 2.5                    |
|          | Hardware, Paint, etc.....                  | 393 57                       | 3 82                         | 7.1                    | 340 52                       | 3 12                         | 5.8                    |
|          | Workshop—Willow Department..               | 549 17                       | 5 33                         | 9.9                    | 411 93                       | 3 78                         | 7.0                    |
|          | Sloyd and Hammock .....                    | 71 94                        | 70                           | 1.3                    | .....                        | .....                        | .....                  |
|          | Engineer's Supplies.....                   | 178 32                       | 1 73                         | 3.2                    | 233 87                       | 2 15                         | 4.0                    |
|          | Models and Tools for Pupils....            | 171 25                       | 1 66                         | 3.0                    | 73 20                        | 67                           | 1.2                    |
|          | New Boiler in Kitchen.....                 | .....                        | .....                        | .....                  | 47 50                        | 44                           | .8                     |
|          | New Refrigerator.....                      | .....                        | .....                        | .....                  | 322 76                       | 2 96                         | 5.5                    |
|          | New Mangle for Laundry .....               | .....                        | .....                        | .....                  | 866 50                       | 7 95                         | 14.8                   |
|          |  | 45,322 54                    | 440 02                       | 814.8                  | 47,749 66                    | 438 07                       | 811.2                  |

Certified correct.

G. H. RYERSON,

Bursar.









